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ABSTRACT

This survey obtains information on: (1) the educational and employment activities of young people after they leave school; (2) the views and experiences that these youth have on school; and (3) background characteristics affecting these youth, such as parental level of education, social class, family circumstances, and housing tenure. The survey uses a 10% sample of students aged 16-18 who left school during the 1992-93 academic session. Results of the survey show that a majority of the dropouts felt positively about their teachers, but 16% thought the teachers did not care about them, 31% felt that their teachers could not keep order in the class and 44% felt that there were too many trouble makers in class. Evidence suggests that the parents of these subjects allowed them a great deal of independence and that this may have been a factor affecting the subjects' dropping out of school. Only 31% said that their parents limited their time for going out on school nights. Results also show that subjects were generally positive about their near future: most expected to be either in full time jobs or full time education one year later. Two appendices contain technical notes and the questionnaire. (SR)

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ED 388 899

THE SCOTTISH SCHOOL LEAVERS' SURVEY

The 1993 Leavers

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THE SCOTTISH OFFICE
Education Department

The 1993 Leavers

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Social and Community Planning Research

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This report aims to provide an overview of the data collected by the survey. Further details of the survey are in the technical report which can be purchased from the Publications Officer, Social and Community Planning Research, 35 Northampton Square, London EC1V 0AX. The data can be accessed via the ESRC Data Archive, University of Essex, Wivenhoe Park, Colchester C04 3SQ .

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1 Introduction

The Scottish Office Education Department (SOED) has sponsored surveys of school leavers since the early 1970s. In recent years these were known as the Scottish Young Persons Survey (SYPS), but following a review of the use made of the findings by SOED, the survey was redesigned in 1991, and became the Scottish School Leavers Survey (SSLS). The SSLS is also part-funded by the Employment Department, and in 1994 Strathclyde Regional Council Department of Education also contributed funding. This is a report of the findings from the second year of the new SSLS. The findings from the first year of the survey appear in Lynn (1994).

The survey obtains information on the educational and employment activities of young people after they leave school, and their views and experiences of school itself, as well as background characteristics, such as parents' level of education and social class, family circumstances and housing tenure. This is then linked with information on school qualifications obtained from the Scottish Examination Board (SEB) and Scottish Vocational Educational Council (SCOTVEC). The resultant data set is used by SOED for policy purposes, and is also available to the wider research community via the ESRC data archive.

The SSLS has two components — an annual survey of school *leavers* and a follow-up survey of an *age cohort* of young people.

The survey of leavers, carried out each spring, involves a 10% sample of those who left school in the previous academic session. The 1994 survey reported here is therefore based on a sample of leavers from the 1992-93 academic session. The sample includes leavers from the fourth year of secondary schooling (S4), who will have been aged 16 when they left school, leavers from S5 (aged 16 or 17), and leavers from S6 (aged 17 or 18). The survey covers all leavers, except those registered as having special educational needs, and the sample consists of all people born on any one of three particular days of the month.

The follow-up survey will also be carried out each spring, the first round being in spring 1995. This will be based on a 10% sample of people who entered S4 three and a half years earlier, the inclusion criterion being the same as for the leavers survey. Therefore, the first round of the follow-up survey will

***Figure 1**: Design of the Scottish School Leavers Survey*

Left school:	1989–90	1990–91	1991–92	1992–93	1993–94	1994–95	1995–96
Leavers' survey:	—	—	1993	1994	1995	1996	1997

Entered S4	Follow-up survey						
1989–90	—	4th year	5th year	6th year			
1990–91	—		4th year	5th year	6th year		
1991–92	1995			4th year	5th year	6th year	
1992–93	1996				4th year	5th year	6th year
1993–94	1997					4th year	5th year	6th year

Figures in body of chart denote stage of leaving (4th, 5th, or 6th year)

include people who left from S4 in 1991-92 (who will already have been included in the 1993 leavers survey), people who left from S5 in 1992-93 (who will have been included in the 1994 leavers survey), and people who left from S6 in 1993-94 (who will be being approached for the first time).

The survey design is summarised in Figure 1, where the rows represent successive age cohorts.

For the survey of 1993 leavers, a self-completion questionnaire was posted to each sample member in April 1994, along with a covering letter and a reply-paid envelope. Those who had not responded within two weeks were then sent a reminder postcard. A further two weeks later, non-responders were sent a second reminder, consisting of a letter, another copy of the questionnaire and a reply-paid envelope, and two weeks after that a third reminder was sent, again including another copy of the questionnaire. Finally, an attempt was made to contact remaining non-respondents by telephone in order to encourage them to return the questionnaire. The questionnaire is reproduced in Appendix B.

Completed questionnaires were received from 3,469 people - 72% of the initial sample, or 76% if those from whom it is known that a response could not be obtained (eg. Post Office returns) are excluded. Analyses of response appear in the technical report of the survey (Lynn, 1995). Non-response to the survey was related to a number of important factors: level of qualification, stage of leaving, type of school, region and gender. To correct for any bias that this might have introduced to survey estimates, the data were weighted. The weighting is described in detail in the technical report. Throughout this report, estimates of proportions are based on the weighted data, but tables also show the *unweighted* bases, as these can be a useful guide to the precision of estimates — see the "Technical notes" (Appendix A) for a guide to the interpretation of bases.

This report aims to provide an overview of the data collected by the survey and the main findings. It is envisaged that further analyses should examine particular issues in more detail. The survey series will provide a rich data set, and analysis of the data, which is available to researchers via the ESRC data archive, is encouraged. In addition to the questionnaire responses (see Appendix B), the archived data includes the following information for each individual: SEB qualifications and SCOTVEC National Certificate modules obtained at school, gender, region, year and term of leaving school.

2 Summary of results

This chapter provides a summary of the results presented in the remainder of this report. The reader should refer to the relevant section of the report for more details.

Qualifications

Information on all school examination results is regularly published by SOED. The following results from the survey show the same patterns as for school leavers as a whole.

- School leavers from the 1992-93 academic year left school with similar levels of SCE qualifications to those of 1991-92 leavers. For example, the proportion of 1993 leavers who left with at least three Higher Grades was 30%, the same as the corresponding proportion of 1992 leavers.
- The level of SCE qualifications of school leavers rose steadily between 1988 and 1992, so the present survey shows that the new higher level of qualifications has been maintained amongst 1993 leavers.
- Nearly half the leavers had gained at least one SCOTVEC module while at school. SCOTVEC modules were most common amongst those who had also gained three or more Standard Grades, or one or two Higher Grades.
- As with earlier cohorts of leavers, girls left school better qualified than boys, on average. For example, 49% left with at least one Higher Grade, compared with 41% of boys.
- 5th year (1st term) leavers had similar levels of SCE qualifications to 4th year leavers. This represents an improvement in the qualifications of 5th year (1st term) leavers, compared with 1992 leavers, amongst whom the 4th year leavers were better qualified than 5th year (1st term) leavers. 5th year (3rd term) leavers were the most likely to have gained SCOTVEC modules.
- Parents' education is highly correlated with qualifications gained at school. Children of parents educated at least until age 17 were better qualified than others.
- Children whose parents were owner-occupiers left school with more SCE qualifications than those in public sector housing, but there was little difference in terms of SCOTVEC modules gained.
- There is a very strong correlation between qualifications and self-reported truancy. Persistent truants are unlikely to gain many qualifications.

Destinations

- In October 1993, nearly half of the 1993 school leavers (48%) were still in full-time education. About half of these (23% of the total) had started a degree course.
- A quarter (25%) had a full-time job; the main activity of a further 2% was a part-time job. One in six (17%) were on training schemes, and one in 15 (7%) were out of work.
- By May 1994, the proportion of leavers still in full-time education had dropped slightly, to 43%, while the proportion in a full-time job had increased (to 29%), as had the proportion out of work (to 9%).
- For the majority of 1993 leavers (79%), their main activity in May 1994 was the same as it had been in October 1993. Of those whose status had changed, the most common transitions were from a training scheme to a full-time job or to unemployment, from a full-time job to unemployment, or from full-time education to a full-time job.
- 1993 leavers were more likely than 1992 leavers still to be in full-time education the following spring. Conversely, they were slightly less likely to be on a training scheme or out of work.

- The numbers staying on in education have increased steadily over the last five or six years, while numbers on training schemes have declined steadily. The numbers out of work appeared to have increased amongst leavers from 1988 to 1992 and have now declined for the first time.

- The probability of remaining in full-time education increased with increasing levels of qualifications gained at school. Amongst those who had *left* education, the proportion who were in a full-time job increased with increasing levels of qualifications.

- Compared with 1992 leavers, the biggest increase in the proportion remaining in education has been amongst those with no qualifications, or Standard Grades at grades 4-7 only (from 9% to 15%).

- There were regional variations in the proportion of leavers who stayed on in full-time education. The proportion was lowest in Central and Fife regions (38%) and highest in Borders and Dumfries and Galloway regions (52%).

- Of those in a job, nearly half the boys (48%) were employed in craft and related occupations, while nearly as many girls (41%) were in clerical and secretarial jobs. Most (90%) of those in a job were receiving either on-the-job or off-the-job training — a slight increase over the corresponding proportion amongst 1992 leavers (85%).

- The median weekly take-home pay of employed 1993 school leavers was £70.00 in spring 1994. This was 7.7% higher than the median weekly take-home pay of employed 1992 school leavers had been in spring 1993, compared with a 4.3% increase in the average earnings index over the same period.

Experiences of school

- General opinions of the utility of school were very slightly more positive than those of 1992 leavers.

- The majority of respondents thought that their secondary school teachers had given them enough help with their school work and with choosing subjects at the end of second year, although only a minority felt that they had been given enough help with choosing a job or career, or choosing a course or training after school.

- Opinions about teachers were generally positive, but one in six leavers (16%) thought their teachers did not care about them and a third (31%) said that teachers could not keep order in class. Nearly half (44%) thought there were too many troublemakers in their class.

- Over half the respondents (58%) had experienced vandalism at school during the school day, and nearly a third (29%) thought that theft amongst pupils was common.

- Most school leavers said that their parents often urged them to do their best at school, discussed their school reports with them, and encouraged them in their own plans and hopes. But there is also evidence that pupils were given much independence: for example, only a third (31%) said their parents often limited their time for going out on school nights.

Truancy

- The proportion of 1993 leavers who admitted having truanted during their fourth year was almost identical to the corresponding proportion of 1992 leavers. Three in five (60%) admitted to having truanted, although half of these said that they only skipped "a lesson here and there". But nearly one in ten (9%) had truanted for "several days at a time" or for "weeks at a time". There were no differences between boys and girls in the proportions who had been persistent truants, or who had truanted at all.

Education after leaving school

- By November 1993, 61% of 1993 leavers had started some sort of educational course. (This figure includes those who had already finished, or

left, the course and those whose course was part-time.) 32% had entered Higher Education, and a further 29% were participating in Further Education of some sort (including part-time participants).

- Entry to degree courses, other Higher Education courses, and Higher Grade courses, was, not surprisingly, highly correlated with SCE qualifications gained at school. Entrants to SCOTVEC National Certificate courses, on the other hand, were drawn from a broad range of SCE qualification levels. Those who had already gained some SCOTVEC modules at school were the most likely to have started further SCOTVEC modules since leaving school.
- In May 1994, 11% of leavers were on a part-time education or training course, including 20% of those who had a full-time job.

Part-time work

- Nearly a quarter of the 1993 leavers (23%) had part-time work in spring 1994.
- Amongst those in full-time education, over a third (39%) also had part-time work. More girls in full-time education (44%) than boys (34%) had part-time work.

Job search

- Thirty-nine percent of school leavers were looking for a job in May 1994 — 17% for a full-time job, 15% for a part-time job and 8% for either.
- A large majority of those out of work (78%) were looking for a full-time job, as were many of those on a training scheme (41%) or whose main activity was part-time work (55%). 15% of those in full-time education and 10% of those already in a full-time job.
- A quarter of leavers (25%) had applied for at least one job in the past four weeks, including over two thirds (70%) of those who were out of work. Nearly half of those out of work (46%) had applied for at least three jobs in that time.

The future

- 1993 leavers were generally quite positive about the near future: the vast majority expected to be either in a full-time job or in full-time education in spring 1995. Even amongst those out of work in spring 1994, half expected to be in a full-time job a year later.

3 Levels of qualifications

This chapter reports the grades achieved at school in SCE examinations and the number of SCOTVEC National Certificate modules gained at school by 1993 school leavers. The exams and modules may have been taken in 1993 or in earlier years. Information on all qualifications obtained is regularly published by The Scottish Office (eg Scottish Office, 1995a). Despite slight definitional differences, the following results from the survey show the same patterns as for school leavers as a whole.

Overall, nearly half (45%) of the young people who left school in the 1992-93 academic session did so having gained at least one Higher Grade award — indeed, nearly a third (30%) held at least three Higher Grades. These proportions are very similar to the corresponding proportions of 1991-92 leavers, of whom 44% held a Higher Grade, and 30% held at least three, but are slightly higher than earlier years (Table 1).

Similarly, compared with the previous year's leavers, there was little change in the proportion who

Table 1: *Highest SCE qualification obtained, for three cohorts of leavers (percentage of respondents)*

Highest qualification obtained at school	*1989-90 leavers(a)*	*1991-92 leavers(b)*	*1992-93 leavers*
5+ Higher Grades	14	17	17
3-4 Higher Grades	12	14	13
1-2 Higher Grades	14	14	15
5+ Standard Grades 1-3	7	7	8
3-4 Standard Grades 1-3	9	8	9
1-2 Standard Grades 1-3	16	16	15
Standard Grades 4-7 only	13	17	15
None	16	8	9

(a) Source: Scottish Office (1992) (b) Source: Lynn (1994)

Table 2: *Number of SCOTVEC modules gained at school, by SCE qualifications (percentage of respondents)*

		Highest SCE qualification							
SCOTVEC modules gained	*Total 1993 leavers*	*None*	*Standard Grades 4-7 only*	*1-2 Standard Grades 1-3*	*3-4 Standard Grades 1-3*	*5+ Standard Grades 1-3*	*1-2 Higher Grades*	*3-4 Higher Grades*	*5+ Higher Grades*
None	54	74	58	50	45	45	43	54	62
One	15	8	16	16	16	19	17	15	14
Two	10	6	9	7	9	10	10	15	11
Three	6	5	5	5	5	5	7	8	8
Four	5	2	3	5	6	5	9	4	3
Five or six	6	3	3	9	8	8	9	3	3
Seven or more	5	2	5	9	11	9	5	2	—
Base(2)	4851	417	714	717	440	390	718	612	843

Note: SCOTVEC modules encompass a range of subjects and levels, so the simple count of modules presented here does not fully describe the achievement involved.

left school with Standard grades at grades 4-7 only, or with no qualifications at all[1]: the proportion was 24% amongst 1992 leavers and 23% amongst 1993 leavers. These figures are encouraging: the level of SCE qualifications held by school leavers certainly does not appear to be falling and, if anything, there is some indication that it may be continuing to rise slightly, as it did between 1988 and 1992 (Lynn, 1994).

Nearly half of the 1993 school leavers (46%) had gained at least one SCOTVEC module while at school, and a third of those (15% of all leavers) had gained at least four modules (Table 2). One quarter (26%) of leavers who had no Standard Grade awards had gained at least one SCOTVEC module, so overall only 6% of leavers had not gained either a Standard Grade or a SCOTVEC module at school (and some of these may be pupils who had gained non-Scottish qualifications such as GCSEs and A-levels). The pupils most likely to have gained SCOTVEC modules were those who also achieved three or more Standard Grades at grades 1-3, or one or two Higher Grades: 56% of this group had gained at least one module, compared with 41% of leavers with three or more Higher Grades, and 41% of those with no more than two Standard Grades at grade 1-3 (Table 2).

Girls were better qualified than boys (Tables 3 and 4): 49% left school with at least one Higher Grade, compared with 41% of boys, and 50% had gained at least one SCOTVEC module, compared with 42% of boys. A similar gender difference was observed in previous years.

Table 5 shows the extent to which leavers from S6 were better qualified than those who had left at an earlier stage: 83% had at least one Higher Grade pass. But 35% of leavers from S5 (term 3) had also gained at least one Higher Grade. Pupils usually take Higher Grades in S5, so those who leave before the examinations in that year generally gain only lower qualifications. Pupils who left school after the first term of S5 had similar levels of qualifications to leavers from S4.

This appears to represent a slight improvement in the level of qualifications of S5 (1st term) leavers compared with the previous cohort of leavers: amongst 1992 leavers, the S5 (1st term) leavers were less well qualified, on average, than leavers from S4. This may be related to an increase in employment opportunities: the slightly better-qualified may now be more able to find jobs, and would therefore be more

Table 3: *Highest SCE qualification obtained, by sex (percentage of respondents)*

Highest SCE qualification	*Total*	*Boys*	*Girls*
5+ Higher Grades	17	17	18
3-4 Higher Grades	13	11	14
1-2 Higher Grades	15	13	17
5+ Standard Grades 1-3	8	8	8
3-4 Standard Grades 1-3	9	9	9
1-2 Standard Grades 1-3	15	15	14
Standard Grades 4-7 only	15	17	13
None	9	10	7
Base(2)	4851	2506	2345

Note: This table corresponds to Table 2 in the report of 1992 leavers

Table 4: *Number of SCOTVEC modules gained at school, by sex (percentage of respondents)*

SCOTVEC modules gained	*Total*	*Boys*	*Girls*
None	54	58	50
One	15	15	15
Two	10	9	11
Three	6	5	7
Four	5	4	5
Five or six	6	5	6
Seven or more	5	4	6
Base(2)	4851	2506	2345

***Table 5**: Highest SCE qualification obtained, by stage of leaving school (percentage of respondents)*

Highest qualification	*Total*	*4th Year*	*5th year (1st Yerm)*	*5th Year (3rd term)*	*6th Year*
5+ Higher Grades	17	0	0	6	36
3-4 Higher Grades	13	0	—	8	24
1-2 Higher Grades	15	—	—	22	23
5+ Standard Grades 1-3	8	10	10	15	3
3-4 Standard Grades 1-3	9	13	12	14	4
1-2 Standard Grades 1-3	15	26	31	17	4
Standard Grades 4-7 only	15	33	33	12	2
None	9	18	14	7	4
Base(2)	4851	1042	638	952	2219

Note: This table corresponds to Table 3 in the report of 1992 leavers

***Table 6**: SCOTVEC modules gained, by stage of leaving school (percentage of respondents)*

SCOTVEC modules gained	*Total*	*4th Year*	*5th year (1st Yerm)*	*5th Year (3rd term)*	*6th Year*
None	54	61	81	23	57
One	15	26	5	11	14
Two	10	9	3	11	12
Three	6	3	3	9	7
Four	5	1	2	11	5
Five or six	6	1	3	17	4
Seven or more	5	0	3	18	2
Base(2)	4851	1042	638	952	2219

likely to leave to take up a job rather than stay on.

Pupils who left school at the end of 5th year were the most likely to have completed SCOTVEC modules (Table 6): 77% had gained at least one module, compared with 43% of 6th year leavers, and 39% of 4th year leavers. The proportion was even lower amongst 5th year (1st term) leavers (19%). Over a third (35%) of 5th year (3rd term) leavers had gained at least five modules, whereas this proportion was 6% or less for each of the other stages of leaving.

[1] It is possible that the computer matching process used by The Scottish Office may have failed to link a small number of pupils with their exam records. Consequently, the leavers shown here as having no qualifications may in fact include a few who do have some qualifications.

[2] The SCE qualifications obtained and SCOTVEC modules gained before leaving school are known for all sample members, including those who did not complete the questionnaire, so the figures in tables 2 to 6 are based on the complete selected sample (unweighted). The analyses of factors related to qualifications presented in the next chapter are based on the weighted achieved sample, and this is why the marginal estimates of levels of qualifications are not identical in the two chapters.

4 Factors related to qualifications

The survey provides further evidence of the strong relationship between SCE qualifications achieved by school leavers and social background factors. Parental education (Table 7) and parental social class are both strongly correlated with SCE qualification levels. The proportion with five or more Higher Grades increases steadily from 9% amongst those whose parents both left full-time education aged 15 or less, to 48% amongst those whose parents both remained in education until at least 17. A very similar relationship was observed amongst 1992 leavers (Lynn, 1994). On the other hand, the correlation between parental education and the number of SCOTVEC modules gained is far less strong (Table 8).

Table 7: *Highest SCE qualification obtained, by parents' education (percentage of respondents)*

Highest qualification	*Total*	*Both to 17+ years*	*One to 17+*	*One or both to 16*	*Both to 15 or less*	*DK/NA*
5+ Higher Grades	17	48	26	14	9	11
3-4 Higher Grades	13	20	18	12	10	9
1-2 Higher Grades	15	15	17	15	15	12
5+ Standard Grades 1-3	8	4	8	10	8	9
3-4 Standard Grades 1-3	9	2	7	11	9	10
1-2 Standard Grades 1-3	15	3	11	15	20	18
Standard Grades 4-7 only	15	3	8	15	21	19
None	9	6	6	8	8	13
Weighted base	3469	333	621	964	881	518
Unweighted base	3469	376	658	958	846	488

Note: This table corresponds to Table 5 in the report of 1992 leavers

Table 8: *SCOTVEC modules gained, by parents' education (percentage of respondents)*

SCOTVEC modules gained	*Total*	*Both to 17+ years*	*One to 17+*	*One or both to 16*	*Both to 15 or less*	*DK/NA*
None	52	58	52	50	51	53
One	15	13	14	16	15	15
Two	10	11	12	12	10	8
Three	6	10	7	5	7	5
Four	5	3	6	4	5	5
Five or six	6	2	6	8	5	6
Seven or more	6	2	3	6	7	8
Weighted base	3469	333	621	964	881	518
Unweighted base	3469	376	658	958	846	488

The proportion who had gained at least one SCOTVEC module does not appear to be strongly related to parental education (although the children of the most educated parents were slightly less likely than others to have gained at least one module), but of those who had gained at least one, there is a slight tendency for the children of *less* educated parents to have gained *more* SCOTVEC modules than others.

The survey again asked questions about housing tenure and household composition — relating to the respondents' fourth year in school. People who had been living in owner-occupied property left school with better SCE qualifications than those in public sector rented properties (Table 9), but there was only a small difference in the proportion gaining SCOTVEC modules (Table 10).

***Table 9**: Highest SCE qualification obtained, by housing tenure in 4th year of school (percentage of respondents)*

Highest qualification	*Total*	*Owner occupied*	*Public sector (a)*	*Other(b)*
5+ Higher Grades	17	23	5	13
3-4 Higher Grades	13	16	6	10
1-2 Higher Grades	15	17	9	17
5+ Standard Grades 1-3	8	8	7	15
3-4 Standard Grades 1-3	9	9	10	4
1-2 Standard Grades 1-3	15	12	21	13
Standard Grades 4-7 only	15	9	27	19
None	9	6	15	9
Weighted base	3469	2311	986	126
Unweighted base	3469	2419	885	124

(a) 'Public sector' includes local authority, Scottish Homes, new town development corporation, and housing association property.
(b) 'Other' includes 69 in the private rented sector, and 55 in other tenures, including tied accommodation.
Note: This table corresponds to Table 6 in the report of 1992 leavers.

***Table 10**: SCOTVEC modules gained, by housing tenure in 4th year of school (percentage of respondents)*

SCOTVEC modules gained	*Total*	*Owner occupied*	*Public sector(a)*	*Other(b)*
None	52	50	55	56
One	15	15	15	10
Two	10	11	9	10
Three	6	7	5	6
Four	5	5	5	6
Five or six	6	6	5	6
Seven or more	6	6	6	6
Weighted base	3469	2311	986	126
Unweighted base	3469	2419	885	124

(a) 'Public sector' includes local authority, Scottish Homes, new town development corporation, and housing association property.
(b) 'Other' includes 69 in the private rented sector, and 55 in other tenures, included tied accommodation.

It was also found that young people who lived with both their parents were better-qualified than those who lived with just one parent: 34% gained three or more Higher Grades at school, compared with 16% of those who lived with just one parent (figures not shown).

Young people who reported high levels of truancy tended to have left school with significantly fewer SCE qualifications than those who reported little or no truancy (Table 11).

The proportion who gained at least one Higher Grade was 60% amongst those who said that they never truanted and 50% of those who skipped "a lesson here and there", compared with 29% of those who skipped "a day here and there", 8% of those who skipped several days at a time and just 4% of those who truanted for weeks at a time. Conversely, four in ten of those who truanted for weeks at a time (41%) left school with no qualifications at all, compared to just 5% of those who never truanted.

Truants were also less likely to have gained SCOTVEC modules, but the relationship was not as strong as for SCE qualifications. Those who said they had skipped "a day here and there" had gained similar numbers of SCOTVEC modules to those who had never truanted. Only those who had truanted for several days or weeks at a time had gained fewer SCOTVEC modules than others (Table 12).

It should be borne in mind, however, that the relationship between truancy and qualifications is almost certainly not a simple case of cause and effect. Playing truant probably *does* reduce the probability of a pupil gaining qualifications, other things being equal. But it is probably also the case that pupils who are less likely to gain qualifications are more likely to truant — because they feel less motivated to attend school. So the figures presented here should not be interpreted as showing the effect of truancy on qualifications *per se*. They are simply *describing* the relationship between truancy and qualifications.

***Table 11**: Highest SCE qualification obtained, by truancy in 4th year (percentage of respondents)*

Highest qualification	*Total*	*Never truanted*	*A lesson here and there*	*A day here and there*	*Several days at a time*	*Weeks at a time*
5+ Higher Grades	17	28	15	9	1	1
3-4 Higher Grades	13	16	16	8	4	1
1-2 Higher Grades	15	16	19	12	4	3
5+ Standard Grades 1-3	8	7	9	10	7	3
3-4 Standard Grades 1-3	9	8	9	11	8	3
1-2 Standard Grades 1-3	15	10	15	21	25	15
Standard Grades 4-7 only	15	10	12	20	30	33
None	9	5	5	10	21	41
Weighted base	**3469**	1367	997	753	198	131
Unweighted base	**3469**	1451	1014	718	166	101

Note 1: This table corresponds to Table 8 in the report of 1992 leavers.
Note 2: The distribution of the sample across truancy categories, and how this varied between pupils with different levels of qualifications, is presented later in Table 22 in chapter 5.

Table 12: *SCOTVEC modules gained, by truancy in 4th year (percentage of respondents)*

SCOTVEC modules gained	*Total*	*Never truanted*	*A lesson here and there*	*A day here and there*	*Several days at a time*	*Weeks at a time*
None	52	49	48	51	72	83
One	15	16	16	15	11	11
Two	10	11	12	10	8	2
Three	6	7	7	6	2	1
Four	5	5	6	5	2	2
Five or six	6	6	7	6	3	1
Seven or more	6	6	6	7	2	1
Weighted base	3469	1367	997	753	198	131
Unweighted base	3469	1451	1014	718	166	101

5 The school experience

The survey asked school leavers some questions about their experiences at school. Respondents were asked for their opinions about school, in the form of four agree/disagree statements, and were also asked how often they truanted. These questions were also asked in the survey of 1992 leavers. A number of questions about school experiences were added to the SSLS questionnaire for the first time in 1994, sponsored by Strathclyde Regional Council. These covered experiences at school, help and support at school, and the role of parents and home circumstances.

Opinions of school

Table 13 presents the four general opinion statements with which respondents were presented, and the distribution of answers. There was widespread disagreement (89%) with the statement that school had been a waste of time but opinion was split on the other three statements. Small majorities agreed that school had taught them things which would be useful in a job (62%), or that school had helped to give them confidence to make decisions (61%). But nearly half the leavers (42%) agreed that school had done very little to prepare them for life. With opinion questions of this sort, the way in which the question is interpreted and answered will vary between individuals — answers are bound to be subjective. Consequently, it is hard to assess whether the 10% who said that school had been a waste of time represents a worryingly large number of pupils, or a reassuringly small one. However, by asking exactly the same questions in the same way of successive cohorts of leavers, the SSLS can make reliable estimates of net *changes* in the views of leavers. Although the feelings of 1993 leavers about the benefits of school to them personally were not as positive as they might be, they do appear to be slightly more positive than those of 1992 leavers (Table 14). It will be interesting to see whether this trend continues.

Table 13: *Opinions about school (percentage of respondents)* *Base = 3469*

School has ...	Agree	Disagree	DK/NA
... helped to give me confidence to make decisions	61	38	1
... been a waste of time	10	89	1
... done very little to prepare me for life when I leave school	42	57	1
... taught me things which would be useful in a job	62	37	1

Note: This table corresponds to Table 9 in the report of 1992 leavers

Table 14: *Opinions about school: 1992 and 1993 leavers compared*

Agree that school has ...	1992 leavers	1993 leavers
... helped to give me confidence to make decisions	57	61
... been a waste of time	9	10
... done very little to prepare me for life when I leave school	45	42
... taught me things which would be useful in a job	59	62
Weighted base	3734	3469
Unweighted base	3734	3469

Table 15: *Opinions about school, by highest SCE qualification obtained (percentage of respondents)*

Agree that school has ...	*Total*	*None or Standard Grades 4-7 only*	*1-2 Standard Grades 1-3*	*3+ Standard Grades 1-3*	*1-2 Higher Grades*	*3+ Higher Grades*
... helped give me confidence to make decisions	61	53	58	63	64	66
... been a waste of time	10	25	15	7	4	2
... done very little to prepare me for life when I leave school	42	52	47	43	40	32
... taught me things which would be useful in a job	62	58	60	65	65	64
Weighted base	3469	809	513	594	513	1041
Unweighted base	3469	622	456	587	558	1246

Note: This table corresponds to Table 11 in the report of 1992 leavers

In general, opinions did not differ much between boys and girls (except with respect to sex discrimination — see Table 18). There were differences, however, in the views of those who had achieved different levels of qualifications.

Perhaps not surprisingly, the better-qualified were the least likely to think that school had been a waste of time: only 2% of those with three or more Higher Grades thought so, compared with 25% of those who left with no qualifications, or Standard Grades at grades 4-7 only. Similarly, the better-qualified were the least likely to agree that school had done very little to prepare them for life when they left school and the most likely to agree that school had helped give them confidence to make decisions (Table 15).

Experiences at school

A further seventeen agree/disagree statements were included on the questionnaire covering general aspects of school life (vandalism, bullying, theft) and specific characteristics of 4th year classes and teachers (teachers' attitudes, pupils' attitudes, homework). The statements are presented in Table 16, along with the proportions agreeing with each.

The general view of school appears to have been fairly positive: four in five leavers (80%) thought that school work was worth doing, only one in six (16%) agreed that their teachers did not care about them, and over two thirds (69%) thought that their school was well thought of in the local community.

However, some of the figures in Table 16 give cause for concern. Over half the respondents (58%) said that there was vandalism at school during the school day, nearly a third (29%) agreed that theft among pupils was common and only just over a third (37%) thought that pupils respected the teachers. Over a third (37%) did not think that there was always a teacher they could talk to if they had a problem and nearly half (47%) did not agree that their school dealt well with bullying. Perhaps some of the most worrying aspects of Table 16 are the findings that a third of respondents (31%) said that teachers could not keep order in class, a similar proportion (33%) did not think that teachers listened to their ideas and views, and nearly as many (28%) did not think teachers helped them to do their best.

However, it must be stressed that these figures should be interpreted with caution. The meaning of a particular *level* of agreement is unclear without a deep understanding of the ways in which respondents assimilate and interpret the questions. The strength of these questions is in measuring *relative* differences between subgroups, or between statements. For example, it is clear that more pupils experienced vandalism at school than thought that theft among pupils was common, but it is impossible to quantify the extent or nature of the vandalism experienced.

Table 16: *Experiences at school (percentage of respondents)* *Base=3469*

	Agree	Disagree	DK/NA
My school had a wide choice of after-school activities	38	61	1
My school dealt well with any bullying that went on	51	47	3
There was vandalism at my school during the school day	58	41	1
If I had a problem there was always a teacher I could talk to	62	37	1
Theft among pupils was common at my school	29	70	1
Pupils respected the teachers	37	60	3
My school was well thought of in the local community	69	28	2
School work was worth doing	80	19	1
My teachers didn't care about me	16	83	1
There were too many troublemakers in my class	44	56	1
My teachers helped me to do my best	71	28	1
Teachers could not keep order in class	31	67	2
My friends took school seriously	50	49	2
Discipline was fair	74	25	1
Teachers listened to my ideas and views	66	33	1
Teachers often gave me homework	80	20	—
Teachers made sure I did homework they set	63	36	1

Help and support at school

Respondents were asked whether their secondary school teachers had given them enough help with each of seven things (Table 17). One in five (19%) thought teachers had *not* given them enough help with their school work, but larger numbers felt they had not been given enough help with each of the other six things. Nearly a third (29%) replied that they had not been given enough help with choosing subjects at the end of second year and a similar number (30%) had not been given enough help with choosing to stay on or leave after S4. Even more (40%) felt they had not been given enough help with learning about jobs and careers and nearly half had not been given enough help with choosing a job or career (46%) or choosing a course or training after school (47%). Three in ten (29%) had not had enough help with their own personal problems, despite the fact that half (50%) said they did not want help with personal problems — thus those who had not received enough help constituted 59% of those who had wanted help.

More boys thought that teachers gave more attention to girls than thought that teachers gave more attention to boys, whereas amongst girls the two proportions did not differ. Overall, the majority of pupils generally seemed to think that boys and girls were treated equally (Table 18).

Leavers were also asked who they would have been most likely to go to with different sorts of problems (Table 19). With a problem about subject choice or school work, the majority would have gone to a class teacher or guidance teacher; with a problem about careers choice, most would have gone to a guidance teacher or someone outside school; and with a personal problem most would have gone to someone outside school.

Table 17: *Help given by secondary school teachers (percentage of respondents)* *Base = 3469*

Did your secondary school teachers give you enough help with ...	*Yes*	*No*	*Didn't want help*	*DK/NA*
... choosing subjects at the end of second year	55	29	15	1
... your school work	74	19	6	1
... learning about jobs and careers	54	40	5	1
... your own personal problems	20	29	50	1
... choosing to stay on or leave after S4	43	30	25	1
... choosing a job or career	34	46	19	1
... choosing a course or training after school	34	47	19	1

Table 18: *Sex discrimination (percentage of respondents)*

In your S3 and S4 classes, do you think that on the whole teachers ...	*Proportion answering 'often'*		
	Total	*Boys*	*Girls*
... treated boys and girls equally	44	41	48
... gave more attention to boys	6	3	8
... gave more attention to girls	17	25	8
Weighted base	3469	1774	1695
Unweighted base	3469	1689	1780

Note: For each of these three questions, the three answer categories offered were "never", "sometimes", and "often".

Table 19*: Sources of help with problems (percentage of respondents)* *Base = 3469*

In S3 and S4, who would you have gone to at school if you had ...	*Class teacher*	*Guidance teacher*	*Other teacher*	*Someone outside school*	*DK/NA*
... a personal problem	3	20	5	70	2
... a problem about subject choice or school work	36	47	6	10	2
... a problem about careers choice	4	61	10	24	2

Table 20: *The role of parents (percentage of respondents)* *Base = 3469*

When you were at secondary school, how often did your parents do the following ...	Never	Sometimes	Often	DK/NA
Check if you had done your homework	21	50	29	1
Make you do chores around the home	12	52	35	1
Limit the time you spent watching TV	62	31	6	1
Limit your time for going out on school nights	27	42	30	1
Discuss the day's events at school with you	15	50	34	1
Urge you to earn money (eg a paper round)	29	35	35	1
Encourage you in your own plans and hopes	7	30	62	1
Urge you to do your best at school	3	16	80	1
Discuss your school reports with you	31	50	17	3

The role of parents

The survey provides some interesting insights into the extent to which parents encourage or aid the progress of their children through school (Table 20). Large majorities said that their parents often urged them to do their best at school and encouraged them in their own plans and hopes. However, a third of respondents (31%) said that their parents never discussed their school reports with them. Pupils also appear to have been given a lot of independence, at least to the extent that under a third (30%) said that their parents often limited their time for going out on school nights, very few indeed (6%) said their parents often limited the time they spent watching television and only just over a quarter (29%) said their parents often checked if they had done their homework. There was considerable variation in the extent to which parents urged their children to earn money (eg a paper round) while at school — a third (35%) said their parents did this often, but at the other extreme nearly as many (29%) said their parents never did this.

It is worthy of note that more pupils had a video recorder in their home while at secondary school than had a good place to study or a room of their own (Table 21). However, as many had a dictionary as had a video recorder and two thirds had a computer. The proportion who had a video recorder is higher amongst the sample than amongst all households in Great Britain. The latest General Household Survey figures (Thomas *et al*, 1994) show 72% of households with a video recorder, but these figures relate to 1992, and over the previous four years the proportion had grown at a rate of about 4% per annum. But the difference between the SSLS and GHS figures is likely to be mainly due to a life-stage effect: the GHS shows that in 1992 video recorder ownership was 90% amongst households with children, compared with, for example, 64% amongst households containing a single adult aged 16 to 59 and 23% amongst single pensioner households.

Table 21: *Facilities available to pupils at home*

When you were in secondary school, which of the following were in your home:	Percentage of respondents
A good place for you to study	78
A video recorder	93
A daily newspaper	90
A dictionary	94
A computer	65
A room of your own	81
Base	3469

Truancy

Three in five 1993 school leavers (60%) admitted to having truanted during their fourth year. However, half of these said that they only skipped a lesson here and there. But nearly one in ten of all leavers (9%) answered that they had truanted for several days at a time, or for weeks at a time (we refer to these as "persistent truants"). These figures are almost identical to those obtained from the survey of 1992 leavers, and provide no evidence of any change in overall levels of truancy. The truancy figures collected by the survey are complementary to the attendance figures published by The Scottish Office in the *Information for Parents* series (Scottish Office, 1995b). The latter only provide estimates of the total *volume* of attendance and absence, and not of the distribution across pupils, or the relationship with individual-level factors. The SSLS provides indications of the distribution, and relationships, but cannot be used to estimate volume.

There was no difference between boys and girls in the proportion who had been persistent truants, or in the proportion who had truanted at all. Not surprisingly, the proportion who had truanted was strongly related to the qualifications gained (Table 22) and to stage of leaving (Table 23). There was also a strong relationship with parental social class (Table 24), and parental education. Parental social class and education are, of course, both correlated with qualifications — see chapter 4 of this report.

The proportion who were persistent truants varied from 32% of those who left school with no qualifications at all to less than 1% of those who left with five or more Higher Grades. Just over one in five leavers from S4 or from the first term of S5 (22%) were persistent truants, compared to just 6% of leavers from later in S5 and 2% of leavers from S6. In similar fashion, the proportion who truanted persistently increases steadily from 2% of those in social class I, to 18% in social class V, and it varied from 3% amongst those whose parents both remained in full-time education until at least age 17 to 11% amongst those whose parents both left education aged 16 or less. These relationships are virtually identical to those observed amongst 1992 leavers.

***Table 22**: Truancy, by highest SCE qualification obtained (percentage of respondents)*

Truancy in 4th Year	*Total*	*Qualifications*				
		None or Standard Grades 4-7 only	*1-2 Standard Grades 1-3*	*3+ Standard Grades 1-3*	*1-2 Higher Grades*	*3+ Higher Grades*
Never	39	26	27	35	42	57
A lesson here and there	29	21	29	30	37	29
A day here and there	22	27	30	27	17	12
Several days at a time	6	13	10	5	2	1
Weeks at a time	4	13	4	1	1	—
Weighted base	3469	809	513	594	513	1041
Unweighted base	3469	622	456	587	558	1246

Note: This table corresponds to Table 12 in the report of 1992 leavers

Table 23: Truancy, by stage of leaving (percentage of respondents)

Truancy in 4th Year	*Total*	*4th Year*	*5th Year (1st term)*	*5th Year (3rd term)*	*6th Year*
Never	39	28	20	36	52
A lesson here and there	29	20	27	33	32
A day here and there	22	29	31	25	14
Several days at a time	6	12	13	4	1
Weeks at a time	4	10	9	2	—
Weighted base	3469	749	449	687	1584
Unweighted base	3469	640	339	697	1793

Note: This table corresponds to Table 13 in the report of 1992 leavers.

Table 24: *Truancy, by parents' social class (percentage of respondents)*

Truancy in 4th Year	*Total*	*I*	*II*	*IIIn*	*IIIm*	*IV*	*V*	*Other(a)*
Never	39	55	46	39	39	38	31	27
A lesson here and there	29	30	32	32	27	26	28	28
A day here and there	22	13	18	22	23	26	22	25
Several days at a time	6	2	3	3	7	7	10	11
Weeks at a time	4	—	1	3	4	4	8	8
Weighted base	3469	250	798	412	967	425	147	469
Unweighted base	3469	283	856	425	947	407	131	420

(a) Includes the armed forces, and cases where the respondent was unable or unwilling to provide sufficient information about their parents' employment.
Note: This table corresponds to Table 14 in the report of 1992 leavers.

6 Destinations

Activity in October 1993

The survey asked each respondent what they were doing in October 1993 (about four or five months after leaving school, on average), and what they were doing at the time of the survey (April to June 1994 — referred to as May 1994 in the remainder of this report). Nearly half (48%) were still in full-time education in October. However, this includes 3% who said that they were still at school.[1]

Of all survey respondents, a quarter had full-time work (25%) and a further 2% replied that their main activity was a part-time job (but many more had a part-time job in addition to doing something else — see section 7). One in six (17%) were on a training scheme and one in fifteen (7%) were out of work (Figure 2a).

***Figure 2a**: Destinations, October 1993*

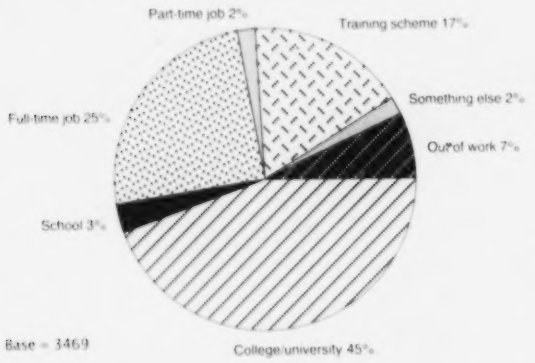
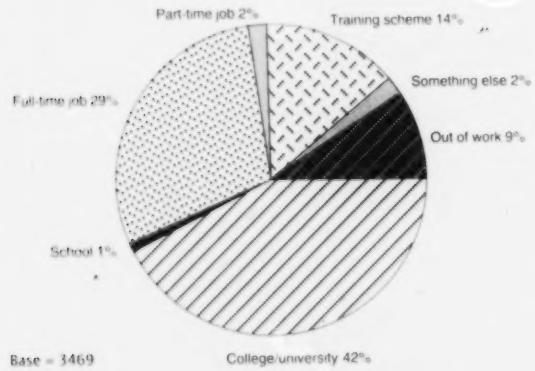


***Figure 2b**: Destinations, May 1994*



If the 3% who were still at school are excluded from the base, then 46% were in full-time education, while the proportions in full-time jobs, in part-time jobs, on training schemes and out of work do not change (25%, 2%, 17%, and 7% respectively).

Note that these figures are not identical to those reported by The Scottish Office Education Department as part of their information for parents (Scottish Office, 1993). This is due to differences in the way the data were collected (the Scottish Office data are collected from careers services; the SSLS data is self-reported) and the definitions used (eg full-time employment is defined as 21+ hours per week in the Scottish Office data, but 30+ hours in the SSLS data). Also, in the Scottish Office data, destination is unknown for 7% of leavers. Great care must be taken in comparing data from one source with data from the other. Nevertheless, there is much consistency between the two sets of data — the proportion of leavers in full-time education is estimated at 40% (SOED) and 46% (SSLS), the proportion in employment at 21% and 25% respectively and the proportion in training at 19% and 17%.

Activity in May 1994

The overall proportions had changed only slightly by May (Figure 2b): the numbers in full-time education had dropped from 48% to 43%, while the proportion in a full-time job had increased (from 25% to 29%), as had the proportion out of work (7% to 9%).

A proportion of those in a full-time job said that YT was part of their job, so if these are counted as being on a training scheme, the total in training rises from 14% to 18% (while the proportion in a job becomes 25% rather than 29%).

Overall, 80% reported the *same* main activity status in May as in October (after excluding from the base twelve cases who failed to answer one or other question). The small amount of gross movement does not, therefore, appear to be disguising a

particularly large amount of net movement. The most common transitions were: from a training scheme to a full-time job (3% of the total) or to unemployment (2%); from a full-time job to unemployment (2%); from full-time education to a full-time job (3%), or to unemployment (2%).

Of those in full-time education in October but not in May, 44% had entered a full-time job, 7% a part-time job, 12% a training scheme, 31% were out of work and 5% were doing something else (base = 186). Of those on a training scheme in October but not in May, 55% had entered a full-time job, 5% a part-time job, 34% were out of work, 1% had returned to full-time education and 3% were doing something else (base = 149).

Table 25: *Destinations, for two cohorts of leavers (percentage of respondents)*

Spring destination	*1991-92 leavers*	*1992-93 leavers*
Full-time education	37	43
Full-time job	27	29
Youth training	18	15
Out of work	12	9
Other/NA	7	5

Comparison with the previous cohort of leavers

1993 school leavers were more likely than 1992 leavers still to be in full-time education the following spring (Table 25). Conversely, they were slightly less likely to be on a training scheme or out of work. These differences, while small, are encouraging, and it will be interesting to see whether the survey of 1994 leavers shows these trends continuing. The numbers staying on in education have now increased steadily over a period of five or six years, while the numbers on training schemes have declined steadily over the same period.

The numbers out of work appeared to have increased amongst leavers from 1988 to 1992, and have now declined for the first time. Meanwhile, the proportion of leavers who are in full-time jobs the following spring seems to have remained fairly steady, at around 30%, over the same period. (Note that the small proportion of SSLS respondents who were at school in the October after leaving have been excluded from the analysis presented in Table 25 in order to allow comparisons with earlier data on leavers' destinations presented in Scottish Office statistical bulletins — eg Scottish Office, 1992. These cases have *not* been excluded from subsequent analyses in this report.)

Table 26*: Destination, by sex (percentage of respondents)*

Destination (May 1994)	*Total*	*Boys*	*Girls*
Full-time education	43	41	45
Full-time job	29	30	27
Part-time job	2	2	3
Training scheme	14	16	12
Out of work	9	9	9
Something else	2	2	3
Weighted base	3469	1774	1695
Unweighted base	3469	1689	1780

Note: This table corresponds to Table 16 in the report of 1992 leavers

Factors related to activity

Differences between boys and girls in their post-school destinations were small. Boys were slightly more likely to be in a full-time job or on a training scheme, while girls were more likely to have remained in full-time education (Table 26).

Table 27 illustrates the relationship between SCE qualifications and destination. The proportion of school leavers who were still in full-time education was greater the higher the level of qualification — it varied from 15% of leavers with no qualifications, or Standard grades 4-7 only, to 83% of those with three or more Higher Grades. Of those who had left full-time education, the probability of being in a full-time job increased with increasing qualifications (Table 28). These relationships are very similar to those which had been observed amongst 1992 leavers, although there appears to have been one interesting change. The increase in the proportion staying in education has been highest amongst leavers with no qualifications or Standard Grades 4-7 only (from 9% in 1992 to 15% in 1993). At the same time, the increase in the proportion of those leaving education who find a full-time job has been greatest amongst the next group — those with one or two Standard Grades 1-3. Consequently, amongst those leaving education, 1993 leavers with one or two Standard Grades 1-3 are almost as likely to be in a job, and no more likely to be out of work, than those with more Standard Grades or even one or two Higher Grades, whereas 1992 leavers with one or two Standard Grades 1-3 had a similar destinations profile to their less well-qualified contemporaries.

However, unlike SCE qualifications, the number of SCOTVEC modules gained is not strongly related to destination. Leavers with seven or more SCOTVEC modules were slightly more likely than others to be in a full-time job or on a training scheme, and those who had not gained any SCOTVEC modules at all were slightly more likely to be out of work, but otherwise differences in destinations between those with different numbers of modules were very small indeed (Table 29).

***Table 27**: Destination, by highest SCE qualification obtained (percentage of respondents)*

Destination (May 1994)	*Total*	*SCE Qualifications*				
		None or Standard Grades 4-7 only	*1-2 Standard Grades 1-3*	*3+ Standard Grades 1-3*	*1-2 Higher Grades*	*3+ Higher Grades*
Full-time education	43	15	17	27	49	83
Full-time job	29	32	45	41	30	10
Part-time job	2	2	3	3	4	2
Training scheme	14	26	25	18	8	2
Out of work	9	21	10	9	6	2
Something else	2	4	1	1	3	2
Not answered	—	1	—	1	1	0
Weighted base	**3469**	**809**	**513**	**594**	**513**	**1041**
Unweighted base	**3469**	**622**	**456**	**587**	**558**	**1246**

Note: This table corresponds to Table 17 in the report of 1992 leavers

***Table 28**: Destination, by SCE qualifications; those who left full-time education (percentage of respondents)*

Destination (May 1994)	*Total*	*SCE Qualifications*				
		None or Standard Grades 4-7 only	*1-2 Standard Grades 1-3*	*3+ Standard Grades 1-3*	*1-2 Higher Grades*	*3+ Higher Grades*
Full-time job	50	38	53	56	59	63
Part-time job	4	2	3	4	8	10
Training scheme	25	31	29	26	15	9
Out of work	16	25	12	13	11	9
Something else	4	4	2	1	6	9
Not answered	1	1	1	1	1	0
Weighted base	1980	688	428	427	262	172
Unweighted base	1808	520	378	421	285	204

Note: This table corresponds to Table 18 in the report of 1992 leavers

***Table 29**: Destination, by SCOTVEC modules gained (percentage of respondents)*

Destination (May 1994)	*Total*	*SCOTVEC modules gained*					
		None	*One*	*Two*	*Three*	*Four to six*	*Seven or more*
Full-time education	43	43	40	51	51	40	33
Full-time job	29	28	30	24	25	30	34
Part-time job	2	2	4	3	1	4	3
Training scheme	14	13	17	13	13	17	22
Out of work	9	12	7	8	6	7	5
Something else	2	2	2	1	3	1	1
Not answered	—	—	1	—	0	0	1
Weighted base	3469	1804	520	362	216	369	199
Unweighted base	3469	1768	525	380	227	375	194

A similar relationship is seen between stage of leaving school and destination (Table 30). Nearly three-quarters (71%) of those who left from S6 had remained in full-time education, compared to one-third (34%) of S5 (3rd term) leavers, 15% of S4 leavers and just 6% of S5 (1st term) leavers. Of those who had left full-time education, the proportion who were in a full-time job was 60% of S6 leavers, 50% of S5 (3rd term) leavers, 52% of S5 (1st term) leavers and 41% of S4 leavers.

There were also regional variations in the proportion staying on in full-time education. The proportion varied from 38% in Central and Fife regions, to 52% in Borders and Dumfries and Galloway regions (Table 31). This pattern is very similar to that reported in Scottish Office (1993) — despite the differences in definitions and data collection methods referred to earlier.

***Table 30**: Destination, by stage of leaving (percentage of respondents)*

Destination (May 1994)	*Total*	*4th Year*	*5th Year (1st term)*	*5th Year (3rd term)*	*6th Year*
Full-time education	43	15	6	34	71
Full-time job	29	35	49	33	18
Part-time job	2	2	2	4	2
Training scheme	14	26	28	19	3
Out of work	9	19	13	9	4
Something else	2	2	3	1	2
Not answered	—	1	0	—	—
Weighted base	**3469**	**749**	**449**	**687**	**1584**
Unweighted base	**3469**	**640**	**339**	**697**	**1793**

Note: This table corresponds to Table 19 in the report of 1992 leavers

***Table 31**: Proportion remaining in full-time education, by region (percentage of respondents)*

Region	*In full-time education (May 1994)*	*Weighted base*	*Unweighted base*
Grampian	43	350	345
Tayside	46	313	314
Fife	38	297	293
Lothian	39	524	521
Central	38	212	211
Borders/Dumfries & Galloway	52	174	180
Highlands/Islands	43	240	244
Strathclyde	44	1358	1361

Note: This table corresponds to Table 20 in the report of 1992 leavers

Compared with the previous cohort of leavers, there seems to have been a slight fall in the proportion remaining in education in Lothian, but slight increases in all other regions, except Grampian and Fife, where the proportion looks stable. There are, of course, many pertinent factors which differ between regions and which affect the proportion of school leavers remaining in full-time education.

Table 32 shows the strong association between destination and parents' level of education. Children of parents who were both educated to at least 17 years were more than twice as likely as children of parents who had both left education by age 15 to have remained in full-time education (75%, compared to 31%). On the other hand, the children of the least-educated parents were four times as likely as the children of the most-educated parents to be out of work (12%, compared to 3%) and nearly five times as likely to be on a training scheme (19%, compared to 4%). As shown in Chapter 4, parents' education is also strongly related to school qualifications, which could be thought of as an intermediary factor influencing post-school destination.

[1] The sample is of pupils reported by their school to have left school during the 1992-93 academic session. It is possible that some schools may have been unaware that some pupils who left in 1993 had subsequently started at another school. This might particularly apply to pupils who intended to leave, but then returned to sit, or re-sit, exams (nearly half the respondents at school in October 1993 — 1% of all respondents — were at college or university in May 1994). Another possibility is that some respondents at certain FE establishments may have thought of those establishments as "school" even though they were not in fact secondary schools.

***Table 32**: Destination, by parents' education (percentage of respondents)*

Destination (May 1994)	*Total*	*Parental education*				
		Both to 17+ years	*One to 17+*	*One or both to 16*	*Both to 15 or less*	*DK/NA*
Full-time education	43	75	59	38	31	34
Full-time job	29	12	22	33	33	29
Part-time job	2	2	2	3	3	2
Training scheme	14	4	10	15	19	15
Out of work	9	3	5	8	12	14
Something else	2	3	2	2	2	3
Not answered	—	—	—	—	1	1
Weighted base	**3469**	333	621	964	1033	518
Unweighted base	**3469**	376	658	958	989	488

Note: This table corresponds to Table 21 in the report of 1992 leavers

7 Experiences after leaving school

Chapter 6 described the activity status of 1993 school leavers at two points in time: October 1993, and the time of the survey, around May 1994. But the survey also obtained more detailed information about courses and labour market participation since leaving school. All leavers were asked about educational courses that they may have applied for and/or started since leaving school; whether they were currently doing any full or part-time education or training course; whether they had part-time work; whether they were currently looking for a job and whether they had applied for any jobs in the last four weeks (and if so, how many). Those who were currently in a full-time job or on a training scheme were asked questions about the nature of the work and of the employer, training received, hours worked and pay.

Table 33: *Educational courses started since leaving school*

Courses started by Nov 1993	*All Leavers %*
Degree course	23
Other advanced course	9
SCOTVEC National Certificate	25
Higher Grades	3
Other course	3
None/Not stated	39
Weighted base	**3469**
Unweighted base	**3469**

Note 1: This table corresponds to Table 22 in the report of 1992 leavers
Note 2: Percentages add to more than 100, as some people had started more than one course

Courses

Overall, 61% of 1993 leavers had started some sort of educational course by November 1993. This is identical to the proportion of 1992 leavers who had started a course by November 1992. 14% had applied for at least one course which they had *not* subsequently started. Two thirds of these had also subsequently started some other course, so the overall proportion who had either applied for or started a course (or both) was 66%.

Nearly a quarter of school leavers (23%) had started a degree course. A further 5% had applied for, but not started, a degree course. One quarter of all leavers (25%) had started at least one SCOTVEC National Certificate course (module) since leaving school (Table 33). Overall, 32% of leavers (representing over 18,000 young people) had entered higher education and a further 29% had begun some sort of further education — SCOTVEC, Higher Grades, or other non-advanced courses. It must be noted that in both cases these figures include people who subsequently dropped out of the course, or for any reason were no longer on the course at the time of the survey — the figures represent the total number of people who had embarked on a course at any time since leaving school. The figures also include those studying part-time. In particular, the number in further education includes all who had started a SCOTVEC National Certificate module since leaving school, many of whom will in fact be in a full-time job, or perhaps on a training scheme. This is borne out by the finding that only 46% said that their *main* activity in October 1993 was full-time education (see chapter 6) — a much lower proportion than the 61% who had started a course of any sort.

The proportions who had started each type of course did not differ significantly between boys and girls (figures not presented).

There is an unsurprising, but complex, relationship between SCE qualifications gained at school and courses subsequently taken (Table 34):

- The leavers most likely to have started degree courses were those who had gained three or more Higher Grades at school;

- Those most likely to have started other higher education courses were leavers with between one and four Higher Grades;
- Those most likely to have started Higher Grade courses (other than at school) were those who had gained just one or two Higher Grades at school, or five or more Standard Grades (at grade 1-3) but no Higher Grades;
- Those most likely to have started SCOTVEC National Certificate courses were those with one or more Standard Grades (but no Higher Grades);
- Those most likely to have left education altogether were those who left school with no qualifications or Standard Grades at grade 4-7 only.

A striking aspect of Table 34 is the broad range of SCE qualification levels from which SCOTVEC National Certificate entrants are drawn. Only amongst leavers with three or more Higher Grades, and those with no qualifications at all, does the proportion starting SCOTVEC National Certificate courses drop below a quarter (because a majority of the former group had entered higher education and a majority of the latter had left education altogether). Leavers who had already gained at least one SCOTVEC module at school were more likely than others to have started a SCOTVEC course *since* leaving school, while those without any SCOTVEC modules were more likely not to have started any educational courses at all.

When asked whether they were currently doing any full-time or part-time education or training course, 46% of leavers said that they were doing a full-time course and a further 11% were doing a part-time course. The figure of 46% is slightly higher than the proportion who were in full-time education (43% — see Chapter 6), but lower than the proportion who were either in full-time education or on a training scheme (57%). The discrepancy probably reflects variations in respondents' interpretation of what

Table 34: *Entry to Higher and Further Education courses, by school qualifications obtained (percentage of respondents)*

Courses started by Nov 1993	*Highest SCE Qualifications*								*SCOTVEC Modules*	
	None	*Standard Grades 4-7*	*1-2 Standard Grades 1-3*	*3-4 Standard Grades 1-3*	*5+ Standard Grades 1-3*	*1-2 Higher Grades*	*3-4 Higher Grades*	*5+ Higher Grades*	*None*	*1+*
Degree	13	2	—	2	2	7	45	83	26	19
Other HE	2	2	3	4	5	26	23	4	9	10
SCOTVEC National Certificate	18	35	39	40	44	26	11	2	20	31
Higher Grades	1	—	3	3	10	8	4	1	4	3
Other FE	5	2	3	5	5	5	3	1	3	4
None/Not stated	63	61	54	49	40	35	19	9	42	34
Weighted base	298	511	513	310	284	513	438	603	1804	1665
Unweighted base	212	410	456	306	281	558	503	743	1768	1701

Note 1: Some of those with no, or few, SCE qualifications, who claimed to have entered HE, may of course have gained some non-Scottish qualifications such as A levels

Note 2: This table partly corresponds to Table 23 in the report of 1992 leavers

***Table 35**: Part-time education or training courses, by current activity (percentage of respondents)*

Current main activity	*Proportion on a part-time course*	*Weighted base*	*Unweighted base*
Full-time education	1	1489	1661
Full-time job	20	988	925
Training scheme	31	500	437
Out of work	1	321	278
Part-time job/other	12	158	156

Note: This table corresponds to Table 24 in the report of 1992 leavers

constitutes a training course (the problem of defining training is discussed in Campanelli and Channell, 1994).

The 11% who were doing a part-time course were disproportionately those with lower levels of (but some) qualifications. Half of them (51%) were people who were in a full-time job; one in five (20%) of people in a full-time job said that they were also doing a part-time course of some sort. Nearly a third (31%) of those on a training scheme perceived themselves as doing a part-time education or training course, but very few of those out of work or in *full-time* education were doing so (Table 35). The survey of 1992 leavers found similar proportions of each activity category doing a part-time course, but because there were relatively more leavers on training schemes and fewer in jobs at that time, this meant that about half of those on part-time courses were people on training schemes.

Of all respondents who were doing an education or training course, nearly a third (31%) were taking the course at a (old) university, and a further 9% were at other HE establishments (ex-central institutions). 44% were at further education colleges, 4% at colleges of education and 1% at nursing and ancillary medical institutions. The remaining 9% were doing their course at some other sort of place. *Full-time* courses were mainly at universities (38%), other HE establishments (11%), or further education colleges (38%), while *part-time* courses were mainly at further education colleges (73%), or somewhere else (16%).

Part-time work

Overall, nearly a quarter of respondents (23%) currently had part-time work (under 30 hours per week). The proportion was higher amongst girls (27%) than boys (19%).

Over a third (39%) of those in full-time education also had a part-time job (Table 36). Amongst those in a full-time job, 5% also had a part-time job, a proportion which did not differ between boys and girls. However, the proportion who also had part-time work was greater for girls amongst those in full-time education (44% of girls and 34% of boys), those on a training scheme (12%, and 5%) and those out of work (8%, and 4%).

Job search

One in four respondents (39%) indicated that they were looking for a job at the time of the survey (Table 37).[1] Less than half of these (17%) were looking specifically for a full-time job, 15% wanted a part-time job, while the remaining 8% were looking for either.

The proportion looking for a full-time job (including those who were looking for *either* a full-time *or* a part-time job) was lowest (10%) amongst those who were already in a full-time job, although this still represents a significant minority who were looking to change jobs. A large majority of out of work school leavers (78%) were looking for a full-time job, as

Table 36: *Part-time work, by current activity (percentage of respondents)*

Proportion with a part-time job	Total	Current main activity				
		Full-time education	Full-time job	Training scheme	Out of work	Other
	23	39	5	8	6	63
Weighted base	3469	1489	988	500	321	158
Unweighted base	3469	1671	925	437	278	156

Note: This table corresponds to Table 25 in the report of 1992 leavers

were sizeable proportions of those on a training scheme (41%) or whose main activity was part-time work (55%). Nearly one in six (15%) of those in full-time education were looking for a full-time job, and twice as many again were looking just for part-time work (29%).

The 22% who were looking for a part-time job included 7% of those who already had a part-time job of some sort, plus 23% of those who did not. Half (49%) of those in full-time education who did not currently have a part-time job were looking for one, as were 15% of those who already had one.

A quarter of all respondents (25%) had applied for, or been after, at least one job in the past four weeks, including over two-thirds (70%) of those who were out of work (Table 38). Being out of work, and having been after at least one job in the last four weeks, can be thought of as a rough approximation to the ILO definition of unemployment (see, eg, Lawlor and Kennedy, 1992). This implies that around 6.4% of 1992-93 school leavers met the ILO definition of unemployment in May 1994. The approximation is not however, perfect, as the ILO definition requires that the person has "looked for work" in the past four weeks, whereas the SSLS wording of having "been after at least one job" may be slightly more restrictive. The ILO definition also includes people out of work who are waiting to start a job that they have already obtained. The SSLS did not ask about such jobs, so any people in that situation would have been

Table 37: *Job search, by current activity (percentage of respondents)*

Currently looking for	Total	Current main activity				
		Full-time education	Full-time job	Training scheme	Out of work	Other
Full-time job	17	9	8	34	47	30
Part-time job	15	29	1	4	8	11
Either	8	7	2	6	32	8
Neither	51	53	66	44	11	46
Not answered	10	2	23	12	3	4
Weighted base	3469	1489	988	500	321	158
Unweighted base	3469	1661	925	437	278	156

Note: This table corresponds to Table 26 in the report of 1992 school leavers

***Table 38**: Job search in past four weeks, by current activity (percentage of respondents)*

Have you applied for or been after any jobs in the past four weeks?	*Total*	*Current main activity*				
		Full-time education	*Full-time job*	*Training scheme*	*Out of work*	*Other*
Yes	**25**	**25**	**9**	**23**	**70**	**32**
1 job	6	8	3	6	8	8
2 jobs	6	6	2	6	16	7
3 or 4 jobs	6	6	2	6	19	9
5+ jobs	6	5	2	5	27	8
No	**67**	**73**	**72**	**66**	**28**	**63**
Not answered	**8**	**2**	**19**	**10**	**3**	**4**
Weighted base	3469	1489	988	500	321	158
Unweighted base	3469	1661	925	437	278	156

Note: This table corresponds to Table 27 in the report of 1992 leavers

excluded from the survey estimate of ILO unemployed, unless they said had been after a job in the last four weeks. In consequence, the real proportion might be slightly greater than 6.4%.

Of those who had been after a job, about half (49%) had been after at least three, a proportion which was even higher amongst those out of work (64%). Overall, 12% of all leavers, and 45% of those out of work, had been after at least three jobs in the past four weeks.

Current employment/training

All respondents who were currently in a full-time job (30 or more hours a week) or on a training scheme (YT or other scheme) were asked a set of questions about their job or training scheme. The type of work that respondents were doing or being trained to do was coded to the Standard Occupational Classification (OPCS, 1990). The distribution across the nine major SOC groups is shown in Table 39. The distribution is very different for boys and girls. Nearly half of the girls (41%) were in clerical and secretarial jobs, while nearly half the boys (48%) were in craft and related jobs. This distribution is very similar to that observed for the jobs of 1992 leavers.

The occupations of leavers were also correlated with the stage of leaving school. Those who had left from the 4th or 5th years were more likely than 6th year leavers to be in craft and related occupations, but less likely to be in sales occupations. Those who left from the 4th year were the most likely to be in the personal and protective services and the least likely to be in clerical or secretarial jobs. Leavers from all three stages were approximately equally likely to be plant or machine operatives. Differences in the distribution of occupations between those in a full-time job and those on a training scheme were very small: a slightly higher proportion of those in a job were plant or machine operatives (8%, compared to 2% of those on a scheme), while a slightly lower proportion were in the personal and protective services (13%, compared with 17%).

The industry of the place or organisation where the respondent worked or was being trained was coded to the Standard Industrial Classification of Economic Activities (Central Statistical Office, 1992). Unfortunately, one in five respondents (22%) did not provide enough information to allow a SIC code to be assigned. Of the rest, nearly a quarter (23%) were in

***Table 39**: Standard occupational classification of leavers' jobs/training schemes, by sex (percentage of respondents)*

Standard occupational classification	*Total*	*Boys*	*Girls*
Managers and administrators	1	2	1
Professional occupations	1	—	1
Associate professional and technical occupations	3	4	3
Clerical and secretarial occupations	25	12	41
Craft and related occupations	29	48	4
Personal and protective services	14	5	25
Sales occupations	9	7	11
Plant and machine operatives	6	7	6
Other occupations	7	9	5
Insufficient information	5	7	3
Weighted base	1488	818	672
Unweighted base	1362	707	655

Note: This table corresponds to Table 28 in the report of 1992 school leavers

activities assigned to section G of the classification — wholesale and retail trade, and repair of motor vehicles, motorcycles and personal and household goods. The construction industry accounted for a further 15% (Table 40). Again, there were only small differences between respondents in a full-time job and those on a training scheme: those in a job were slightly more likely to be in manufacturing (13%, compared with 8% of those on a scheme), or financial intermediation/renting (8%, compared with 3%), and less likely to be in education, health and social work, or other community, social and personal services (13%, compared to 23%).

It should be noted that the SIC-92 scheme to which the questionnaire responses were coded differs radically from SIC-80, the scheme to which responses to the survey of 1992 leavers were coded, so direct comparisons between 1992 leavers and 1993 leavers are not possible. SIC-92 was developed to reflect changes in the nature of economic activities carried out in the United Kingdom and to allow the production of statistics which conform to the new International Standard Industrial Classification of All Economic Activities (ISIC Rev 3) introduced by the United Nations in 1989 (Statistical Office of the United Nations, 1989) and the new statistical classification of economic activities in the European Communities (NACE Rev 1) introduced by the European Community in 1990 (European Community, 1990). It is likely that SIC-92 will be used in UK official statistical output for some years to come. The SSLS will continue to use it for the foreseeable future.

The distribution of industry is quite different for boys and girls. Boys are much more likely to be in the construction industry (26%, compared with 1% of girls), while girls are more likely to be in education, health and social work (18%, compared with 3% of boys), or other community, social and personal services (20%, compared with 5% of boys). About a third (32%) of 1993 leavers in a full-time job or on a training scheme reported a weekly take-home pay of no more than £50.00, while only one in five (20%) took home over £100.00. The median take-home pay was £70.00. This represents a modest increase in the earnings of school leavers compared with 1992 leavers. At the same stage (ie, a year earlier), 38% of 1992

***Table 40**: Standard industrial classification of leavers' jobs/training schemes, by sex (percentage of respondents*

Standard industrial classification of economic activities (SIC-92)	*Total*	*Boys*	*Girls*
Agriculture, hunting, forestry, fishing (sections A,B)	5	6	2
Mining and quarrying (C)	—	—	0
Manufacturing (D)	14	17	11
Electricity, gas, water supply (E)	—	1	0
Construction (F)	15	26	1
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods (G)	23	26	18
Hotel and restaurants (H)	6	4	7
Transport, storage and communication (I)	2	2	3
Financial intermediation; real estate, renting and business activities (J, K)	8	4	13
Public administration and defence; compulsory social security (L)	5	5	5
Education, health and social work (M, N)	9	3	18
Other community, social and personal service (O, P)	12	5	20
Extra territorial organisations (Q)	—	—	—
Weighted base	1488	816	672
Unweighted base	1362	707	655

Note: Respondents who did not provide enough information to allow SIC to be coded have been excluded from the base. These exclusions represent 22% of the total (19% of boys and 26% of girls). The percentages presented in the table are based on the remaining 78%.

leavers reported a take-home pay of no more than £50.00, and their median pay was £65.00. During this period, the Employment Department's average earnings index for Great Britain as a whole increased by about 4.3% (Employment Department, 1994), so it appears that the increase in earnings of school leavers has been above average — the median has increased by 7.7% and the mean by 8.2%. But the comparison is not entirely fair. This report has already shown that the characteristics of school leavers who enter a full-time job or a training scheme has changed slightly between 1992 and 1993, and of course the industries within which school leavers are employed do not exactly reflect the distribution of the workforce as a whole across industries. And the average earnings index may disguise age differences and regional differences.

There was little difference between boys and girls in the distribution of take-home pay, but there were big differences by stage of leaving, with 6th year leavers being the highest earners and 4th year leavers the lowest earners (Table 41). The median take-home pay ranged from £52.90 among 4th year leavers to £100.00 among 6th year leavers. Compared with 1992 leavers, the biggest increase in median pay was among 4th year leavers (17.6%). There was a small increase, of 4.8%, for 5th year (1st term) leavers and small decreases, of 4.2% and 3.8% respectively, for 5th year (3rd term) and 6th year leavers. The overall increase in average pay is therefore entirely attributable to an increase among 4th year leavers.

The observed increase in average pay may partly be a result of the shift towards full-time employment

***Table 41**: Take-home pay, by stage of leaving (percentage of respondents)*

Weekly take-home pay, including any bonuses or overtime	*Total*	*Stage of leaving*			
		4th Year	*5th Year (1st term)*	*5th Year (3rd term)*	*6th Year*
£0 - £35.00	15	24	15	13	5
£35.01 - £50.00	17	22	20	18	9
£50.01 - £75.00	20	24	17	24	11
£75.01 - £100.00	19	14	22	20	23
£100.01 - £125.00	11	5	9	11	24
Over £125.00	9	3	7	8	20
Varies/NA	9	8	10	8	9
Median	70.00	52.90	65.00	65.00	100.00
Weighted base	1488	457	345	356	330
Unweighted base	1362	395	259	355	353

Note: This table corresponds to Table 30 in the report of 1992 leavers

rather than training schemes (see Table 25 of this report). Median pay was £90.00 amongst those in a full-time job, and £39.70 amongst those on a training scheme. Another partial explanation may be that leavers are now working longer hours, a finding which in itself is also likely to be related to the shift in activity status.

The median number of hours worked in a week was 39. Boys reported slightly longer working hours than girls: only 21% of boys reported working 35 hours or fewer a week, compared to 37% of girls (Table 42). The median number of hours worked amongst 1993 leavers is the same as that for 1992 leavers, but there is some evidence that hours may be becoming more diverse: the proportion working 35 hours or fewer has increased from 25% to 28%, and the proportion working 40 hours or more has increased from 31% to 34%.

Respondents were asked whether they received on-the-job training, or off-the-job training, or whether they were doing a recognised apprenticeship.

***Table 42**: Weekly working hours, by sex (percentage of respondents)*

Hours worked	*Total*	*Boys*	*Girls*
34 or fewer	14	11	17
35	14	10	20
36-38	19	16	22
39	14	18	9
40	20	23	18
More than 40	13	17	9
Varies	1	—	1
Not answered	5	6	5
Weighted base	1488	818	672
Unweighted base	1362	707	655

Note: This table corresponds to Table 31 in the report of 1992 leavers

Overall, 81% replied that they were getting on-the-job training, 61% were getting off-the-job training (and a further 5% had not yet started), and 34% were doing a recognised apprenticeship. Nine out of ten (90%) were getting at least one of these three types of training (this figure is not much higher than the proportion getting on-the-job training, because 92% of those who reported off-the-job training and 94% of those doing apprenticeships also said that they got on-the-job training. Boys were more likely than girls to be getting each type of training (Table 43). Half of those getting off-the-job training were receiving it at a college (Table 44): boys were more likely than girls to do so (54%, compared with 44%). Compared with 1992 leavers, there were slight decreases in the proportion of off-the-job training which took place at the firm's training centre, or at a college, and a corresponding increase in the proportion that took place entirely somewhere else (from 14% to 21%).

Expectations of the future

Respondents were asked what they thought they were likely to be doing in about a year's time. They were generally quite optimistic (Table 45). The vast majority of 1993 leavers expected that in spring 1995 they would either be in full-time education (42%) or in a full-time job (46%). Even amongst those who were currently out of work, half (51%) expected to be in a full-time job in a year's time, and only 12% believed that they would still be out of work. Over half of those who were currently on a training scheme (60%), and of those whose main activity was currently a part-time job (56%), thought they would be in a full-time job in a year's time.

***Table 43**: Training received, by sex (percentage of respondents)*

	Total	*Boys*	*Girls*
On-the-job training?			
Yes	81	84	78
No	17	14	20
Not answered	2	2	2
Off-the-job training?			
Yes	61	67	53
No	30	25	36
Not yet started	5	4	6
Not answered	5	5	5
Recognised apprenticeship?			
Yes	34	45	20
No	48	40	58
Not sure/not answered	19	16	22
Weighted base	1488	816	672
Unweighted base	1362	707	655

Note: This table corresponds to Table 32 in the report of 1992 leavers

***Table 44**: Location of off-the-job training, by sex (percentage of respondents)*

	Total	*Boys*	*Girls*
At the firm's training centre	22	21	24
At a college	42	45	38
Both training centre and college	8	9	6
Somewhere else	21	20	22
Not yet started	7	5	10
Weighted base	972	576	396
Unweighted base	884	498	386

Note: This table corresponds to Table 33 in the report of 1992 leavers

***Table 45**: Expected activity in a year's time, by current activity*

Expected activity in one year's time	*Total*	*Current activity*					
		Full-time education	*Full-time job*	*Part-time job*	*Training scheme*	*Out of work*	*Other*
Full-time education	42	84	7	31	6	15	40
Full-time job	46	13	88	56	60	51	15
Part-time job	1	—	1	8	1	6	12
Training scheme	5	1	1	0	26	4	1
Out of work	2	1	1	0	4	12	3
Other	2	1	1	4	1	8	21
Not answered	2	1	1	1	2	4	9
Weighted base	3469	1489	988	85	500	321	73
Unweighted base	3469	1661	925	85	437	278	71

Although 9% of respondents did not answer this question, these were mainly people in a full time job or on a training scheme. It seems likely that these respondents assumed that the question did not apply to them as they thought it implicit that they were *not* looking for a job. Thus, the figure of 39% is probably an accurate reflection of the proportion looking for work.

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Appendix A: Technical notes

Percentages

The percentages shown in tables have all been rounded to the nearest whole number. Consequently, the percentages in one column will not necessarily add to exactly 100.

A dash (—) indicates a figure of less than 0.5%. Zero (0) indicates no respondents at all.

All figures are *column* percentages, except for tables 13, 16, 17, 19, 20, 31 and 35, which all show *row* percentages (this is indicated by the base appearing above the table or at the right-hand side of the row, rather than at the bottom of each column).

Bases

Each table shows both the weighted and unweighted base corresponding to each percentage. The data were weighted to compensate for differential non-reponse across subgroups. Consequently, where the weighted base *is larger than* the unweighted base for a particular subgroup, this indicates that the subgroup were *less* likely than average to respond to the survey. Where the weighted base *is smaller than* the unweighted base, the subgroup were *more* likely than average to respond.

The unweighted bases can be used as a rough guide to the likely precision of the survey estimates. The weighted bases can be used to combine two different columns in a table. These uses of the bases are described below.

Estimating the precision of estimates

Each percentage quoted in this report has an associated margin of error, due to the fact that it is based on only a *sample*, rather than *all* school leavers. This margin can be estimated for each proportion, p (where p is the percentage divided by 100) by:

$$\pm 2 \times \sqrt{\left(\frac{p(1-p)}{nu}\right)}$$

where nu is the unweighted sample size. This margin corresponds to 95% confidence. In other words, there is a 95% chance that the true value across *all* leavers in the subgroup (as opposed to just those in the sample) falls within this margin.

For example, in table 9, the proportion of young people in public sector housing who left with no qualifications is estimated as 15%. The margin of error around this estimate can be calculated as

$$2 \times \sqrt{\left(\frac{0.15 \times 0.85}{885}\right)}$$

which comes to 0.024. In other words, there is a 95% chance that the true value is within the range 0.15 ± 0.02, ie. between 0.13 and 0.17, or between 13% and 17%.

In general, the larger the base, the more accurate the estimate is likely to be.

[If a very accurate estimate of the margin of error is required for a particular purpose, then expert help should be sought. The approximate formula shown above may need to be amended to allow for the sampling fraction and the effect of the weighting.]

Combining columns of a table

You may sometimes want to estimate a proportion for two (or more) columns of a table combined. For example, you might want to combine the 'several days at a time' and 'weeks at a time' columns in table 11, in order to estimate the proportion persistant truants as a whole who left with no qualifications. The combined proportion can be estimated as:

$$P = \frac{P_1 nw_1 + P_2 nw_2}{nw_1 + nw_2}$$

where P_1 is the proportion for the first column, and nw_1 the weighted base for that column, and P_2 and nw_2 are the corresponding values from the second column.

So, for our example:

$$P = \frac{(0.21 \times 198) + (0.41 \times 131)}{(198 + 131)}$$

which comes to 0.29, or 29%.

Note that this method of combining columns will only give *approximate* estimates for the combined category, because the percentages presented have been rounded to the nearest whole number. If more precision is required, it would be necessary to access the data set, and combine the categories *before* rounding the estimate.

S5 (1st term) leavers

The report refers to S5 (1st term) leavers and S5 (3rd term) leavers. Strictly, the "3rd term leavers" category includes a few who were recorded as having left in term 2. The vast majority of "S5 (1st term) leavers" will be pupils who had to enter S5 as they had not reached school leaving age, but left at the end of the winter term. This information comes from the schools census, which is now carried out in mid-September each year. A pupil is classed as a first term leaver if he/she is present on school census day, but has left by Christmas. Those who leave before census day are classed as having left at the end of the previous year.

School type

For each member of the sample, the type of secondary school that they attended (state, grant-maintained, independent) is known. However, this variable has not been used for analysis in this report, partly because it is of little intrinsic interest (it is highly correlated with other factors), and partly because the sample sizes in the non-state school categories are very small.

Social class

The Social Class variable used in this report is based on occupation, using a classification that has grown out of the original Registrar-General's social class classification. The scale — developed and maintained by OPCS — classifies people into one of six groups, and is widely used in censuses, surveys and other research. It is derived by grouping occupational categories (based on SOC), and making further discriminations by reference to the job-holders status in employment (self-employed, supervisor, etc). The six groups are:

I	Professional occupations
II	Managerial and technical occupations
IIIN	Skilled non-manual occupations
IIIM	Skilled manual occupations
IV	Partly skilled occupations
V	Unskilled occupations

Sample size

The size of the sample issued for this survey was slightly less than might be expected. Scottish Office data from the 1993 schools census indicates that the total number of 1993 leavers (excluding those registered as having special educational needs) is 56,765. It is to this figure that survey estimates have been grossed, where totals are presented. The selected sample size could therefore be expected to be around 9.9% (36/365) of this number — 5,600. In fact, the number of cases supplied to SCPR by The Scottish Office was 4,853. A number of factors might contribute to this discrepancy: a) it is likely that a very small number of schools did not respond to the census in time to be included in the sample; b) any cases for which the address information was severely incomplete or missing altogether were removed prior to passing the file to SCPR; c) random variation in the distribution of births across birthdates could cause the actual number with birthdays on the dates used as the sample selection criterion to be less than the expected number of 5,600; d) some cases with addresses overseas were removed from the file.

Survey non-response

Obviously, not all members of the selected sample returned a completed questionnaire: the response rate was around 76%. The nature of any non-response bias was analysed, and corrective weighting introduced. Weighted figures are not likely to be seriously biased. Non-response, and the corrective weighting, are described in the technical report of the survey (Lynn, 1995), and non-response bias is also investigated further in a separate paper (Lynn and Purdon, 1994).

Appendix B: The questionnaire

This booklet is about school or college, and about what you have done since leaving.

There are also some questions about your family. We are asking these questions because the circumstances in which people live, and the people they live with can have an important influence on the decisions they make about what to do after leaving school.

Most of the questions have a box beside them and you give your answer like this -

Everything you say will be treated as confidential. When you have filled in the booklet please send it back to us in the reply paid envelope (it does not need a stamp).

We are looking forward to hearing from you.

Thank you for your help.

Yours sincerely,

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P.1279

YOUR TIME AT SCHOOL

1. Here are some things, both good and bad, which people have said about their 3rd and 4th years at school. We would like to know what you think.

Please tick a box <u>for each one</u> to say whether you agree or disagree

	Agree	Disagree	
- school has helped to give me confidence to make decisions	1	2	315
- school has been a waste of time	1	2	316
- school has done very little to prepare me for life when I leave school	1	2	317
- school has taught me things which would be useful in a job	1	2	318
- my school had a wide choice of after-school activities	1	2	319
- my school dealt well with any bullying that went on	1	2	320
- there was vandalism at my school during the school day	1	2	321
- if I had a problem there was always a teacher I could talk to	1	2	322
- theft among pupils was common at my school	1	2	323
- pupils respected the teachers	1	2	324
- my school was well thought of in the local community	1	2	325

2. Please think back to your fourth year at school. What were your classes like? Not all of them would be the same, but please try to give an overall view.

Please tick one box for <u>each</u> line

	Agree	Disagree	
- school work was worth doing	1	2	326
- my teachers didn't care about me	1	2	327
- there were too many troublemakers in my classes	1	2	328
- my teachers helped me to do my best	1	2	329
- teachers could not keep order in class	1	2	330
- my friends took school seriously	1	2	331
- discipline was fair	1	2	332
- teachers listened to my ideas and views	1	2	333
- teachers often gave me homework	1	2	334
- teachers made sure I did homework they set	1	2	335

3. Did your secondary school teachers give you enough help with ...
Please tick one box for <u>each</u> line

	Yes	No	I didn't want help	
... choosing subjects at the end of second year?	1	2	3	336
... your school work?	1	2	3	337
... learning about jobs and careers?	1	2	3	338
... your own personal problems?	1	2	3	339
... choosing to stay on or leave after S4?	1	2	3	340
... choosing a job or career?	1	2	3	341
... choosing a course or training after school?	1	2	3	342

4. In your S3 and S4 classes do you think that on the whole ...
Please tick one box for <u>each</u> line

	Never	Sometimes	Often	
... teachers treated boys and girls equally?	1	2	3	343
... teachers gave more attention to boys?	1	2	3	344
... teachers gave more attention to girls?	1	2	3	345

5. Did you play truant (skip school) in your 4th year at school?
Please tick <u>one</u> box only

- never 1
- a lesson here and there 2
- a day here and there 3
- several days at a time 4
- weeks at a time 5

346

6. In S3 and S4 who would you have gone to at school if you had ...
Please tick one box for <u>each</u> line

	Class teacher	Guidance teacher	Other teacher	Someone outside school	
... a personal problem?	1	2	3	4	347
... a problem about subject choice or school work?	1	2	3	4	348
... a problem about careers choice?	1	2	3	4	349

SINCE LEAVING SCHOOL

7.a) What were you doing in October last year (1993)?
Please tick <u>one</u> box

350

In a full-time job (30 or more hours a week)	1
On a training scheme (YT or other scheme)	2
Out of work	3
Full-time at school	4
Full-time at college or university	5
Doing something else (please say what) _____	6

_____

b) What are you doing <u>now</u>?
Please tick <u>one</u> box

351

In a full-time job (30 or more hours a week)	1	**Now please go to Question 8**
On a training scheme (YT or other scheme)	2	
Out of work	3	
Full-time at school	4	**Now please go to Question 14 on page 5.**
Full-time at college or university	5	
Doing something else (please say what) _____	6	

_____

QUESTIONS 8 TO 13 ARE ABOUT YOUR CURRENT FULL-TIME JOB OR TRAINING SCHEME

8a) Do you get any *on-the-job* training at your present scheme/job from a supervisor, trainer or experienced colleague?

Yes [1] No [2] 352

b) And do you receive training at any of the places listed below as part of your present scheme/job?

Yes, at the firm's training centre [1] - Yes, somewhere else [3] - training has not yet started [5] 353

- Yes, at a college [2] - No [4]

9. Are you doing a recognised apprenticeship?

Yes [1] No [2] Not sure [3] 354

10a) What is the name of your job/the work you are being trained to do? **Please write in:** _____ 355-57

b) What sort of place or organisation is it? (Eg shop, factory, office, hospital, etc) **Please write in:** _____ 358-59

c) What work do you mainly do? **Please write in:** _____

11. How much money do you take home each week, after any stoppages but including bonuses or overtime?

Please write in your weekly take-home pay: £ _____:____p 360-65

12. How many hours do you usually work each week in your job or scheme?

(not counting lunch breaks) Please write in: _____ 366-67

13. If you are in a full-time job, is YT (Youth Training) part of your job?

Yes [1] No [2] Not sure [3] 368

14. Here is a list of different courses, including part-time courses, that people may have started since leaving school.

a) If you STARTED any course before November, 1993 please tick under **'Started'** (include courses you started and stopped)

b) Now please tick any that you APPLIED for before November 1993, but did not actually start (if you did not apply for any - other than the one(s) you started - please tick "none of these").

	(a) **Started**	(b) **Applied**	
- degree courses	1	1	408-12
- other advanced courses (eg HND, HNC, RGN)	2	2	413-17
- SCOTVEC National Certificate courses (modules)	3	3	
- highers (not at school)	4	4	
- other courses **Please write in name of course(s)** _____	5	5	
- NONE OF THESE	0	0	

15. Are you now doing any full-time or part-time education or training course?

Yes, full-time 1
Yes, part-time 2
No 3

IF YES → What is the name of your college, university, or training centre? _____ _____ _____ 418 419-20

16. Do you have part-time work (under 30 hours a week) at the moment?

Yes 1 No 2 421

17. At the moment are you looking for -

- a full-time job 1
- a part-time job 2
- either 3
- I am not looking for a job 4

422

18. Have you applied for, or been after, any jobs in the past four weeks?

Yes 1 → How many jobs have you applied for, or been after? **Please write in:** _____ 423 424-25

No 2

19. In your fourth year at school, who did you usually stay with during the school week?

Please tick <u>one</u> box only

mother and father	01	other relatives	06	426-27
mother and step-father	02	foster parents	07	
father and step-mother	03	boarding school	08	
mother only	04	school hostel	09	
father only	05	other(s)	10	

20. In your fourth year in school, what type of housing did you live in?

Please tick <u>one</u> box only

owned by your parents or the people you stayed with (including buying on a mortgage)	1	428
rented from the Council/Scottish Homes or a New Town Development Corporation	2	
rented from a housing association	3	
rented privately	4	
something else (Please say what) _____	5	

_____

21. Which of the following apply to your parents (or step-parents) at the moment -

Please tick <u>one</u> box for your father and <u>one</u> for your mother

	Father .....<u>and</u>.....	**Mother**	
- in a full-time job (30+ hours a week)	1	1	429-30
- in a part-time job	2	2	
- unemployed	3	3	
- retired	4	4	
- doing full-time unpaid work in the home	5	5	
- something else **(please describe):** _____	6	6	
_____			
- not sure	7	7	

22. Please tell us about your parents' (or step parents') jobs. If they are not working at the moment please tell us about their most recent jobs.

	Father	Mother	
			431-36
a) What is the name of the job?	.....	.....	437-40
b) What kind of work do they do?	.....	.....	(441-44)
	.....	.....	(445-48)
c) What sort of place or organisation do they work for?	.....	.....	449-52
d) Are they self-employed?	Yes 1 No 2	Yes 1 No 2	453-54

23. How old were your parents (or step-parents) when they left school?

Please tick one box for your father and one for your mother

	Father	and	Mother	
- 15 years old or less	1		1	455-56
- 16 years old	2		2	
- 17 years old or more	3		3	
- not sure	4		4	
- I prefer not to say	5		5	

24. How many brothers and sisters do you have?

Include step-brothers and step-sisters

Please write in: **Brothers** ____ **Sisters** ____ 457-58

If none, write '0'

25. How often did your parent(s) visit or phone your school to discuss your progress?

Include visits at parents' evenings.

Please tick one box only

never	1	459
rarely	2	
only over special issues (eg subject choices)	3	
at least once a year	4	

26. When you were at secondary school, how often did your parent(s) do the following?

Please tick one box for each line

	Never	Sometimes	Often	
check if you had done your homework	1	2	3	460
make you do chores around the home	1	2	3	461
limit the time you spent watching TV	1	2	3	462
limit your time for going out on school nights	1	2	3	463
discuss the day's events at school with you	1	2	3	464
urge you to earn money (eg a paper round)	1	2	3	465
encourage you in your own plans and hopes	1	2	3	466
urge you to do your best at school	1	2	3	467
discuss your school reports with you	1	2	3	468

27. When you were at secondary school, which of the following were in your home?

Please tick all that apply

a good place for you to study	1	a video recorder	2	469-74
a daily newspaper	3	a dictionary	4	
a computer	5	a room of your own	6	

28. Finally, could you tell us what you think you will be doing in about a year's time?

If you are not sure please tick the most likely thing you will be doing

I will probably be:

- out of work 1 — 475
- in a full-time job 2
- in a part-time job 3
- in full-time education 4
- on a Training Scheme 5
- at home, looking after my family 6
- doing something else **(please say what):** _____ 7

_____

If you want us to send you information on the results of this study **please tick the box below:**

☐

Do we have your correct name and address?

If the envelope we sent you was **correctly addressed,** please tick the box below:

☐

If we made a mistake in your name and address please print your <u>full</u> name and address below:

Name: . . . . . .
(first name) (last name)

Address: . . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

Post code: . . . . . .

In case we should have difficulty getting post to you if you move, please **PRINT** the name and address of someone (with a different address from your own) who will know where to reach you (such as an uncle or aunt, brother or sister, or a close friend)

Name: . . . . . .
(first name) (last name)

Address: . . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

Post code: . . . . . .

Thank you for your help

Now please post this back to us in the envelope provided.

It does not need a stamp.

The Scottish School Leavers' Survey (SSLS)

The SSLS obtains information on the educational and employment activities of young people after they leave school. It also includes information on aspects of their experiences at school and family characteristics. The survey data is linked with information on school qualifications obtained from the Scottish Examination Board (SEB) and Scottish Vocational Education Council (SCOTVEC).

The SSLS has two components, an annual survey of school leavers and a follow up survey of an age cohort of young people. This report, the second in a new series, looks at the destinations of a sample of young people who left school in the academic session 1992/93 - the 1993 leavers.

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